



Introduction to Year 2 of the ECF and Practitioner Inquiry

23.05.23

To access a recording of the session click [here](#).

Please note – the recording refers to incorrect dates for the mentor induction conferences. The dates in these slides are correct.

UCL ECF Programme Year 2

Expectations - ECTs

- Self study – 1 hour per half term in half terms 1-5
- Face to face training – 90 mins per half term in Autumn and Spring terms
- Mentor meeting – fortnightly 1 hour meeting
- 2 School visits in second half of summer term
- Focus of the year is practitioner inquiry – but some ECTs may decide with their mentor that it would be more beneficial to spend time re-visiting the material from Year 1 of the programme.
- ECTs should have a 5% timetable reduction

UCL ECF Programme Year 2

Expectations - mentors

- Induction conference at the start of the year (3 hours)
- Self study – 2 hours per half term
- Online training – 1 hour in each of Spring/Summer terms
- Mentor meeting – fortnightly 1 hour meeting

Modules 6-8

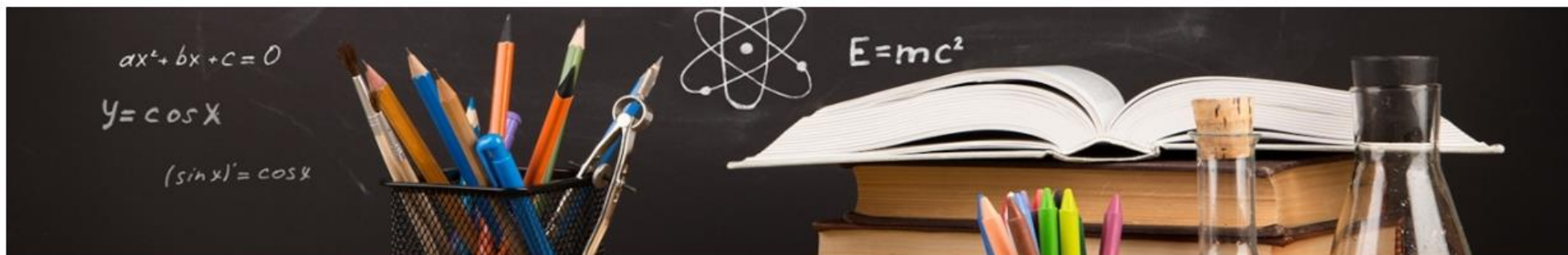
- ECTs do two short practitioner inquiry projects in Autumn term (modules 6 and 7) and one longer one spanning Spring term and the first half of the Summer term (module 8).
- Module 8 inquiry may be done collaboratively either with mentor or another ECT and could fit within 3 areas: development priority/whole school priority/pupil needs but that is considered optimal, not obligatory.
- ECT's inquiry does not get uploaded or assessed - it is purely for their own practice.

Module 9 – Second half of summer term



- No audit for module 9 as the module is only 4 weeks long
- Module 9 has no inquiry. The module focuses on Standard 8, features 2 school visits and directs ECTs' attention to the next stage in their careers.
- ECTs: 2 School visits in week 1 and week 4 of module 9. Each visit lasts 2 hours. If not able to do external visit, ECTs should complete 'visit' within own school with clear focus.

UCL Early Career Teacher Programme, Modules 6 - 9 (22/24 cohort 2)



ECF Programme Home

Modules 1 - 5

Modules 6 - 9

Overview

Module 6

Module 7

Module 8

Module 9

Training Session Timeline

Year 2: Inquiry-focused learning deepens understanding and practice

Year 2 deepens both ECTs' understanding of the content of the Early Career Framework and their ability to enact this content through their teaching. Mentoring approaches and opportunities to conduct supported practitioner inquiry build on ECTs' growing expertise as skilled professionals. Increased challenge in carefully tailored learning activities prompts ECTs to 'look up' from an initial focus on their own practice to evaluate their impact on pupils' learning.



Introduction to Year 2 video

Practitioner Inquiry

<https://extend.ucl.ac.uk/course/view.php?id=1307#global-nav>

Year 2: Inquiry-focused learning

Year 2 deepens ECT's **understanding of the content** of the Early Career Framework and their ability to **enact this content through their teaching**. Mentoring approaches and opportunities to conduct supported practitioner inquiry build on ECT's **growing expertise** as skilled professionals. Increased challenge in carefully tailored learning activities prompts ECTs to 'look up' from an initial focus on their own practice to evaluate their **impact on pupils' learning**.

Practitioner Inquiry: what and why

1. A personalised approach to teacher development that puts the ECT in the driving seat.
2. A model for reflecting on the impact ECTs are having in the classroom.
3. A way of applying the research from the ECF framework to address the problems in their unique context.
4. A way of getting better and improving pupil outcomes.
5. A mindset we hope ECTs will take with them throughout their teaching career.

Practitioner Inquiry is not.....

1. A masters project (there is no requirement to engage in any research beyond the ECF framework)
2. Something they have to write up
3. Something that has to succeed first time or a change they have to implement
4. An addition to workload

Practitioner Inquiry in Year 2

Practitioner inquiry cycle

4. What was the **impact** of these changes on pupil outcomes? What will you do differently as a result? What new questions do you have?

3. How might you **tweak** your practice to make it more effective?



1. What **questions** might you ask about your practice? Use the module audit to focus your question.

2. What does the **research** say about the issue you are interested in? What does baseline data tell you?



Module 6 – ECF standards 1 and 7

Exploratory Inquiry: ASK & INVESTIGATE
Ends in a structured mentoring conversation

Modules 7 – ECF standards 2 and 3

Exploratory Inquiry: ASK & INVESTIGATE
Ends in a structured mentoring conversation



Module 8 – ECF standards 4, 5 and 6

Evaluative Inquiry: ASK, INVESTIGATE,
INNOVATE, REFLECT
Ends in a simple presentation

Where practitioner inquiry works well....



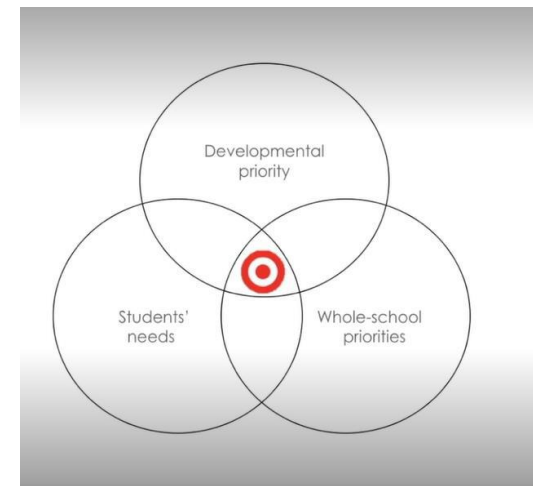
Module	Time	Inquiry	Corresponding Year 1 Module	ECF Standards	Stages of Inquiry Cycle	Product
6	7 weeks	Exploratory	Module 1	1 & 7	Ask & Investigate	Structured conversation with mentor
7	7 weeks	Exploratory	Module 2	2 & 3	Ask & Investigate	Structured conversation with mentor
8	18 weeks	Evaluative	Module 3 & 4	4,5 & 6	Ask, Investigate, Innovate & Reflect	Structured conversation with mentor +optional poster/ blog/presentation/ newsletter entry

Expectations are clear.

It is essential that participants have read the Practitioner Inquiry Handbook.

Where practitioner inquiry works well....

- Everyone understands the vision.....
-and understands the “why”.
- School leaders are invested and see the potential.
- Mentors embrace the idea of “educative mentoring”.
- It is seen as tool to support professional development, rather than an addition to workload ...



Lessons learned from Early Roll Out and Cohort 1



Some ECTs and Mentors felt that the practitioner inquiry added to their workload and was not as valuable as other forms of CPD.

- **Keep the scale of the inquiry small.** For an exploratory inquiry, they should only be focusing on steps one and two of the inquiry cycle (ask and investigate). **They only need to report back to their mentor on their findings.** They do not need to complete any evaluation until they do the longer evaluative inquiry.
- Use 'naturally occurring data' that can be collected within a lesson or series of lessons
- Focus on something that ECTs will need to address regardless, as part of their day-to-day practice.

Lessons learned from Early Roll Out and Cohort 1



Some ECTs were unsure as to what evidence they needed to provide.

- For Module 6 &7, the '*final product*' is the structured dialogue ECTs have with their mentors. **There is no obligation to submit anything in writing.**
- For the longer inquiry in Module 8, ECTs should be encouraged to share their findings more widely through a poster, blog, or presentation.

Examples of Inquiry Questions – Module 6



- What types of positive reinforcement can I use to create an effective learning environment for pupils?
- What verbal and non-verbal signals do I use most frequently? Which are most effective?
- In what conditions do my students behave well so they can learn productively?
- **Any question should be related to Teacher Standard 1 and 7**

Examples of Inquiry Questions – Module 7



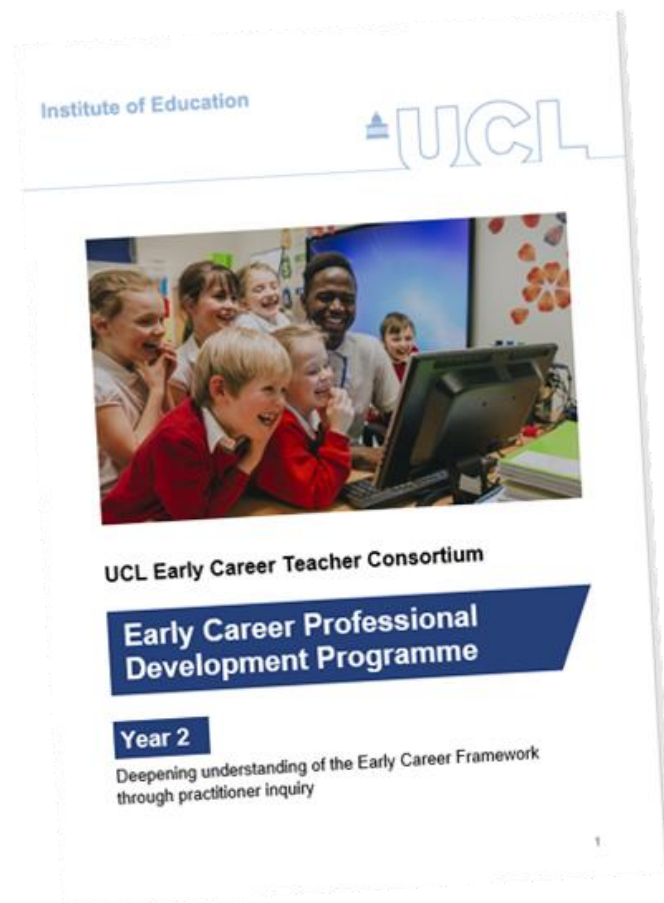
- How can I develop my use of scaffolding to improve progress in my Year 7 class?
- To what extent do weekly mini quizzes in science help children to retain knowledge?
- What can I implement in class and in my own teaching to ensure that an EAL child is engaged in their learning?
- Can parental engagement help children to participate in regular purposeful practice of their learning in Maths?
- **Any question should be related to Teacher Standard 2 and 3**

Practitioner Inquiry in Context




Practitioner Inquiry

Sources of support on Extend



The post-it note method

- What is the current state of play regarding...?
- What do pupils say about...?
- Why does... happen?
- To what extent do pupils...?
- To what extent do I...?
- In what conditions do pupils...?
- When are pupils more likely to...?
- How can I find out more about...?



Quick as you can
Don't overthink it
Write 3 exploratory RQs on 3 separate post-its
Go!

Writing an exploratory inquiry question

[Module 6 week 2 video 3: writing an exploratory inquiry question](#)

ECT Audit Module 6 Standards 1 & 7

Emerging: I do not feel very confident in this area. I have substantial gaps in my knowledge and / or practice which definitely need to be addressed.

Developing: I have some knowledge about this, and / or there is evidence in my practice that I do this some of the time or to some extent. I am in a position to build on this with further work in this area.

Secure: I know a lot about this, and / or I do it in my practice consistently and well.

You should discuss this self-assessment with your mentor. As you complete it, bear in mind what you already know about effective teaching (learn that), and the classroom experience you have had by this point (learn how to). You and your mentor should use the outcome of the audit to inform your use of the programme materials, and return to it as you work through the module, using it to chart your progress.

Standard 1	Self-assessment - currently my knowledge is		
Learn that:	Emerging	Developing	Secure
1.1 Teachers have the ability to affect and improve the wellbeing, motivation and behaviour of their pupils.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2 Teachers are key role models, who can influence the attitudes, values and behaviours of their pupils.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.3 Teacher expectations can affect pupil outcomes; setting goals that challenge and stretch pupils is essential.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- ✓ Your context
- ✓ Your setting
- ✓ Your pupils
- ✓ Your phase
- ✓ Your curriculum

Writing an exploratory inquiry question

The post-it note method

Write three questions – one on each post-it note. Don't overthink it – just write them as soon as they enter your head.

Circle or underline the key words on each post-it note.

On a new post-it note, combine the best bits of your other questions together into an even better inquiry question. Try not to use the word 'and' – this may mean you are trying to answer two questions at once.

An exploratory inquiry question checklist

Language. Are the terms well-defined? Try to be as specific as possible.

Data. What kinds of data will you need to collect in order to answer your question?

Is it realistic? Will you be able to answer your exploratory question in just a few weeks?

Pupils/characteristics. Does your question specify which pupils you intend to study? (How many? 6 may be enough.)

Writing an exploratory question



“...you also need to look ‘in’ at your own practice, to find out what might work best for you.”

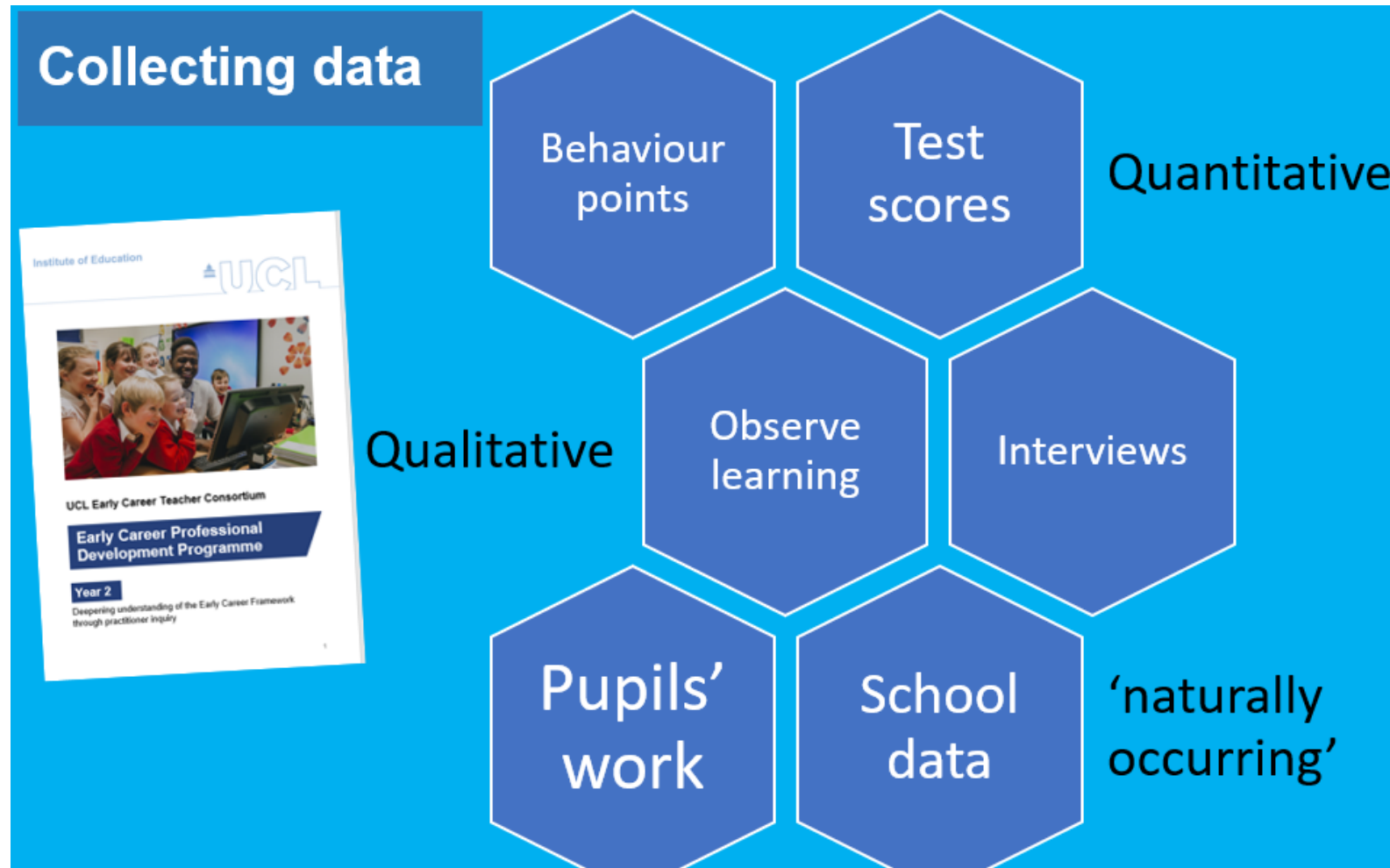
- **What is the current state of play regarding ... pupils’ understanding of the rules, sanctions and rewards systems in the school?**
- **What do pupils say about ... whether the tasks I set stretch them and yet are achievable?**
- **Why do some pupils find it hard to...understand what they need to do next?**
- **To what extent do pupils... respond positively when I acknowledge and praise their effort and emphasise progress being made?**

Writing an exploratory question

“...you also need to look ‘in’ at your own practice, to find out what might work best for you.”

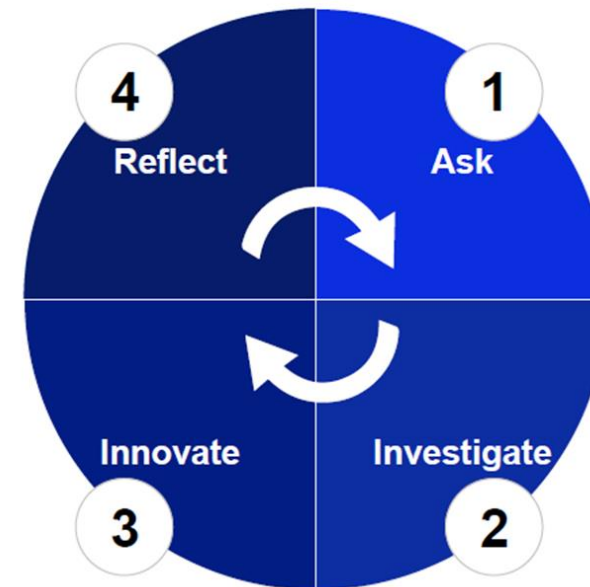
- **To what extent do I ...** intentionally and consistently use language that promotes challenge and aspiration?
- **In what conditions ...** do pupils feel able to make mistakes and learn from them?
- **What helps pupils to ...** articulate their long-term goals and helps them to see how these are related to their success in school?
- **How can I find out more about how to ...** engage parents and carers in the education of their children (e.g. proactively highlighting successes)?

Data collection



Module 8 Evaluative Inquiry

Practitioner inquiry cycle



[Module 8 week 2 video 4: Writing an evaluative research question](#)

Evaluative questions

How can I develop [input variable / strategy], implemented for [duration of intervention], in order to improve [outcome variable] among [target group of pupils]?

*How can I develop **my use of clueing, prompting and modelling**, implemented for **3 weeks**, in order to improve **self-scaffolding** among **pupils who find self-directed learning challenging (i.e. Sanjay and Emily)**?*



Practitioner Inquiry Poster



What will/have you done differently as a result?
What did you learn?

A visual that explains your project.

What were your intended outcomes? What was the end you had in mind?

What data/evidence did you gather at the end?

What did you do?
What did you read?
What did you see?

What data/evidence did you gather at the beginning?

Feedback from Cohort 1 ECTs

- The emphasis on practitioner inquiry this year has enabled me to develop my teaching through adapting to my own setting and has helped me to reflect quite deeply on the impact of my own and colleagues practice.
- I have enjoyed the enquiry based research as it has helped me focus on areas which I would have not necessarily looked at in as much depth
- I like that the workload feels less this year with regards to the online learning. It is easier this year with the exploratory questions being built into our everyday teaching so there is no extra work that we are doing as it is part of our practice.
- Feels more tailored to my setting now.
- It has given me the confidence to try new things and adapt my teaching styles in ways I haven't before.
- I really like the way the research projects build up over the term. I am really looking forward to the next research project.

Feedback from Cohort 1 Mentors

- Really enjoyed supporting my ECT with her enquiry.
- I love that the research element this term has given us the scope to make the programme fully applicable to EYFS and get the depth of thinking that my mentee is now very capable of achieving
- The focus on protecting ECT workload has been good, they have been able to carry out their research with minimal impact on workload and therefore wellbeing.
- She has really enjoyed trying out different ideas for her inquiry question and seeing the impact it has on her students. She is really beginning to find her professional voice and develop a real skill she has in planning schemes of work and sharing resources to the department as her confidence has grown throughout the program.
- Thorough materials, lovely links to pedagogy and research without being overbearing. I like the flexibility to also address the day-to-day needs of the ECT.
- There is greater flexibility to explore teaching and learning tools in Year 2 which has been positive.

Questions?



Mentor Training 2023-24

- For 2023-24 the mentor induction conference will be combined with the first mentor online training session so that mentors only have to attend **one training session** each term. The pattern for year 1 and year 2 mentors will be the same.

When	What	Delivery mode	Time Allocation
Autumn term*	Induction conference and mentor online learning community 1	Choice of f2f* or online Delivered centrally by TSH Berkshire	3 hours
Spring Term	Online learning community session 2	Online in regional clusters	1 hour
Summer Term	Online learning community session 2	Online in regional clusters	1 hour

- For Year 2 mentors the f2f sessions will take place in July.

Mentor Induction Conference

Dates – Year 1



These sessions are for mentors who will be taking on a new year 1 ECT in September 2023, and **who have not previously done the year 1 mentor training.**

Date	Time	Venue	Registration link
18.09.23	2.00-5.00pm	Langley Grammar School, SL3 7QS	Register here
21.09.23	2.00-5.00pm	St Bartholomew's School RG14 6JP	Register here
28.09.23	4.00-5.30pm	90 minutes online session + 90 minutes of pre and post task activities on UCL Extend.	Register here

Mentor Induction Conference

Dates – Year 2



These are for mentors who will be supporting an ECT in year 2 of the programme in September 2023, and **who have not previously done the year 2 mentor training.**

Date	Time	Venue	Registration link
11.07.23	9.00-12.00pm	St Bartholomew's School RG14 6JP	Register here
13.07.23	1.30-4.30pm	Langley Grammar School, SL3 7QS	Register here
26.09.23	4.00-5.30pm	90 minutes online session + 90 minutes of pre and post task activities on UCL Extend.	Register here